



December 2007

A RESOURCE FOR JOB CORPS ACADEMIC & CAREER TECHNICAL INSTRUCTORS

Adaptations vs. Accommodations for the GED

What is the difference between adaptation and accommodation?

Adaptation – Adaptations are adjustments to the testing environment or the use of aids that may allow an individual to better demonstrate his/her skills and/or abilities. Adaptations can be used by individuals with or without a disability and they do not change the testing standards nor do they require any formal documentation.

Possible Adaptations

- Page magnifiers
- Ear plugs
- Magnified line reader
- Water bottle
- Large diameter pen
- Color overlays
- Koosh or stress balls
- Regular line reader

Adaptation items should be used in the classroom as much as possible before the testing date.

Accommodation - Accommodations are changes or modifications that allow the individual with a disability to overcome or remove a barrier imposed by some functional limitations. *Accommodations do not lower the required/expected standards of achievement.*

For example, perhaps the student with a disability knows the information on a test but has a slow processing speed and cannot complete the test within the time constraints given thereby lowering his/her overall score. Giving this student extra time to complete the test will most likely allow him/her to demonstrate his/her true knowledge by taking away the barrier posed by having a slow processing speed.

Who can use adaptations on the GED?*

Anyone (with or without a disability) can request the use of adaptations on the GED. Adaptations are intended to improve the overall testing environment and are accessible to all students.

Check with your local testing site about possible adaptations. If these items are not available find out what is needed to make them available.

Asking for reasonable accommodations on the GED

Having documentation is the first step to obtaining accommodations for the GED test. The individual should provide as much past history as possible (IEPs, psychological reports, medical records). Request for accommodations need to be submitted to the Chief Examiner in your area for review at least one month before the testing date. The requesting accommodation(s) must be tied to the functional limitations of the individual's disability. For example, Tony has a processing difficulty, then extra time on the GED test may be a reasonable accommodation.

Note: If the center is assisting the student in getting assessments conducted, it is suggested that the center request that the professional conducting the assessments also complete the GED request for accommodation form if needed.

*GED Testing and Accommodations, Conni Leading, GED Testing Accommodations Manager & Chief Examiner for Eastland-Fairfield Career & Technical Schools in Groveport, Ohio, National Association for Adults with Special Learning Needs.

Job Corps Resources

Job Corps DisABILITY Website

<http://jcdisability.jobcorps.gov/>

Job Corps LD & AD/HD Website

<http://jccdrj.jobcorps.gov/ld>

Job Corps Health & Wellness Website

<http://jchealth.jobcorps.gov>

Job Corps Supporting Students with Mental Health Disabilities Website

<http://jchealth.jobcorps.gov/health-topics/mhd>

Additions to the LD & AD/HD Website:

Webinar on **Emotional Disturbances and Verbal De-Escalation**

Upcoming Webinars!

Disability Coordinator (DC) Orientation, Part 1
02/28/2008

DC Orientation, Part 2,
01/24/2008

Contact
kim.jones@humanitas.com
for more information

We would like to hear from you!

Send your questions, case scenarios, or strategies and accommodations suggestions that have proven successful in your classroom or training environment to:

debbiemjones@comcast.net

Forms for requesting accommodations

- **Request for Testing Accommodations – Physical/Chronic Health Disability Form:** If a student has a physical or chronic health disability such as blindness, low vision, deafness, a hearing impairment, or a mobility impairment
- **Request for Testing Accommodations – Learning and Other Cognitive Disabilities Form:** If a student has a learning or cognitive disability such as dyslexia, dyscalculia, receptive aphasia, or written language disorder
- **Request for Testing Accommodations – Emotional/Mental Health Form:** If a student has an emotional or mental health disorder such as bipolar, Tourette's syndrome, or schizophrenia
- **Request for Testing Accommodations – Attention Deficit/Hyperactivity Disorder Form:** If a student has an attention disorder

These forms can be downloaded from www.gedtest.org – scroll down and click on "Special Accommodations for Documented Disabilities."

An Advocate can assist with completion of the forms

- If the individual cannot physically complete the form or is unsure how to do so
- If the individual is unable to get the form completed by a diagnosing professional (test data still needs to be available)
- If the individual has difficulty following through on a multi-step process

Examples of possible accommodations

- Audiocassette edition
- Braille or large-print editions
- Vision-enhancing technologies
- Use of video equipment
- Use of a talking calculator or abacus
- Use of a sign-language interpreter
- Use of a scribe
- Extended time
- Supervised extra breaks
- Use of a private room
- One-on-one testing

Each request is considered on an individual basis. If the accommodations are approved, your local GED Examiner will arrange to conduct the testing with the approved accommodations. Accommodations are provided at no additional charge.